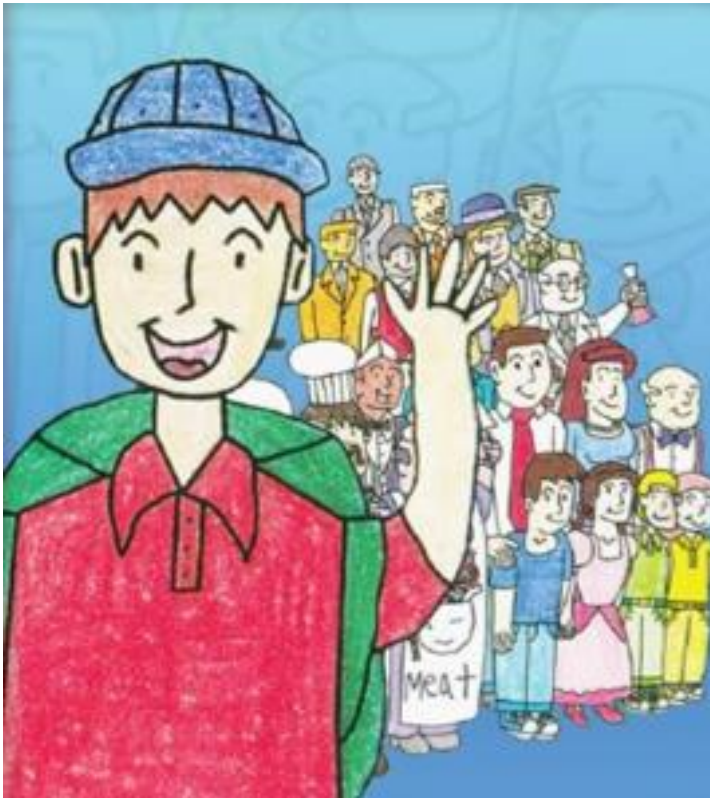# Arizona's Fifteenth Annual Transition Conference
Connecting for Success: Shared Expectations, Responsibilities, and Outcomes

Universal Design for Learning:
The Basics

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Design for Transition

A Roadmap for Planning and Instruction

Colleen A. Thoma
Christina C. Bartholomew
LaRon A. Scott

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UNIVERSAL DESIGN FOR LEARNING AND SECONDARY TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES: 101

David W. Test   Audrey Bartholomew

National Secondary Transition Technical Assistance Center

nsttac

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http://padlet.com/debra6/AZUDL

AZ Transition Institute UDL Resources
A place to find resources!

Dherbur@wested.org
Please email me if you have any questions.

UDL Research and Planning Tools

Link to UDLfree web book

Universal Design for Learning
W
theory and practice

Interactive UDL planning wheel
Alternative content

Audio
WestED Adolescent Literacy Project

36%
Proficient readers in the U.S., 8th grade

(Source: NAEP 2013)

Multiple Means of Engagement

Class Dojo
creative classroom management tool

NBC TC THE HUFFINGTON POST TODAY
Bloomberg Businessweek THE WALL STREET JOURNAL WIRED NPR

Voki!

Doodle to get the brain working!
Looking for ideas of what to draw? Here are 500!

Do Now Weekly Activity
Do Now is a weekly activity for students to engage and respond to current issues using social media tools like Twitter. Do Now aims to build civic engagement and digital literacy for young folks.

KQED Education

Multiple Means of Representation

Read Works

ReadWorks ♥s Teachers

Free Rice Vocab Game
For every correct answer, 10 grains of rice are donated to World Food Program to end hunger

F R E E
Rice.com

Play, learn and feed the hungry!

Listen Current
Non-fiction stories to listen to--includes free lesson plans for teachers (more appropriate for secondary students)

LISTEN CURRENT

PBS Learning Media

Multiple Means of Action and Expression

Voice Thread
powerful simple
ABC

Live Binder

Animoto

Glogster
A Glogster Gift for Christmas
40% OFF
UPGRADE TODAY & SAVE

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Universal Design Alliance defines Universal Design...

Designing products and environments to be usable by all people, to the greatest extent possible, without adaptation or specialized design. It is a user-friendly approach to designing living environments where people of any culture, age, size, weight, race, gender, and ability can experience an environment that promotes health, safety, and welfare today and in the future.

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What is Universal Design?
Is our learning environment welcoming?

UDL is the proactive design of curriculum and instruction to ensure they are educationally accessible regardless of learning style, physical or sensory abilities.

Just as physical barriers exist in our physical environment, curricular barriers exist in our instructional environment.

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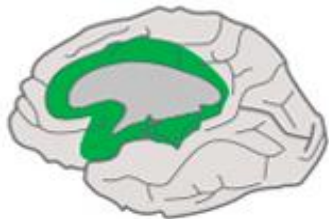
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What is the link between architecture and curriculum?

"Consider the needs of the broadest possible range of users from the beginning"

-- Architect, Ron Mace

Universal Design for Learning Guidelines

Provide Multiple Means of
Engagement
Purposeful, motivated learners

Provide options for self-regulation
+ Promote expectations and beliefs that optimize motivation
+ Facilitate personal coping skills and strategies
+ Develop self-assessment and reection

Provide options for sustaining effort and persistence
+ Heighten salience of goals and objectives
+ Vary demands and resources to optimize challenge
+ Foster collaboration and community
+ Increase mastery-oriented feedback

Provide options for recruiting interest
+ Optimize individual choice and autonomy
+ Optimize relevance, value, and authenticity
+ Minimize threats and distractions

Provide Multiple Means of
Representation
Resourceful, knowledgeable learners

Provide options for comprehension
+ Activate or supply background knowledge
+ Highlight patterns, critical features, big ideas, and relationships
+ Guide information processing, visualization, and manipulation
+ Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols
+ Clarify vocabulary and symbols
+ Clarify syntax and structure
+ Support decoding of text, mathematical notation, and symbols
+ Promote understanding across languages
+ Illustrate through multiple media

Provide options for perception
+ Offer ways of customizing the display of information
+ Offer alternatives for auditory information
+ Offer alternatives for visual information
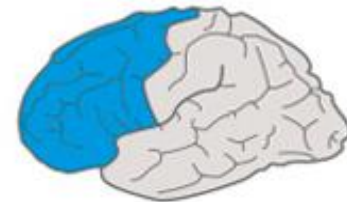
Provide Multiple Means of
Action & Expression
Strategic, goal-directed learners

Provide options for executive functions
+ Guide appropriate goal-setting
+ Support planning and strategy development
+ Enhance capacity for monitoring progress

Provide options for expression and communication
+ Use multiple media for communication
+ Use multiple tools for construction and composition
+ Build uencies with graduated levels of support for practice and performance

Provide options for physical action
+ Vary the methods for response and navigation
+ Optimize access to tools and assistive technologies

Big Ideas

- Universal Design is about equity and access for everyone;

- Universal Design for Transition connects academic content and instruction to transition goals and planning;

- Self-Determination skills are a leading factor to post-secondary success, and possibly the hardest to teach.

Browse the 2012-2013 state and national data:

Students With Disabilities | Limited English Proficiency | Economically Disadvantaged | American Indian | Asian | Latino | Black | White | Total

U.S. National Average: 62%

Public High School Graduation Rate

- 81% and higher
- 77-80%
- 74-76%
- 71-73%
- 68-70%
- 65-67%
- 61-64%
- 60% and lower
- Data Unavailable

Dist. of Columbia: 41%
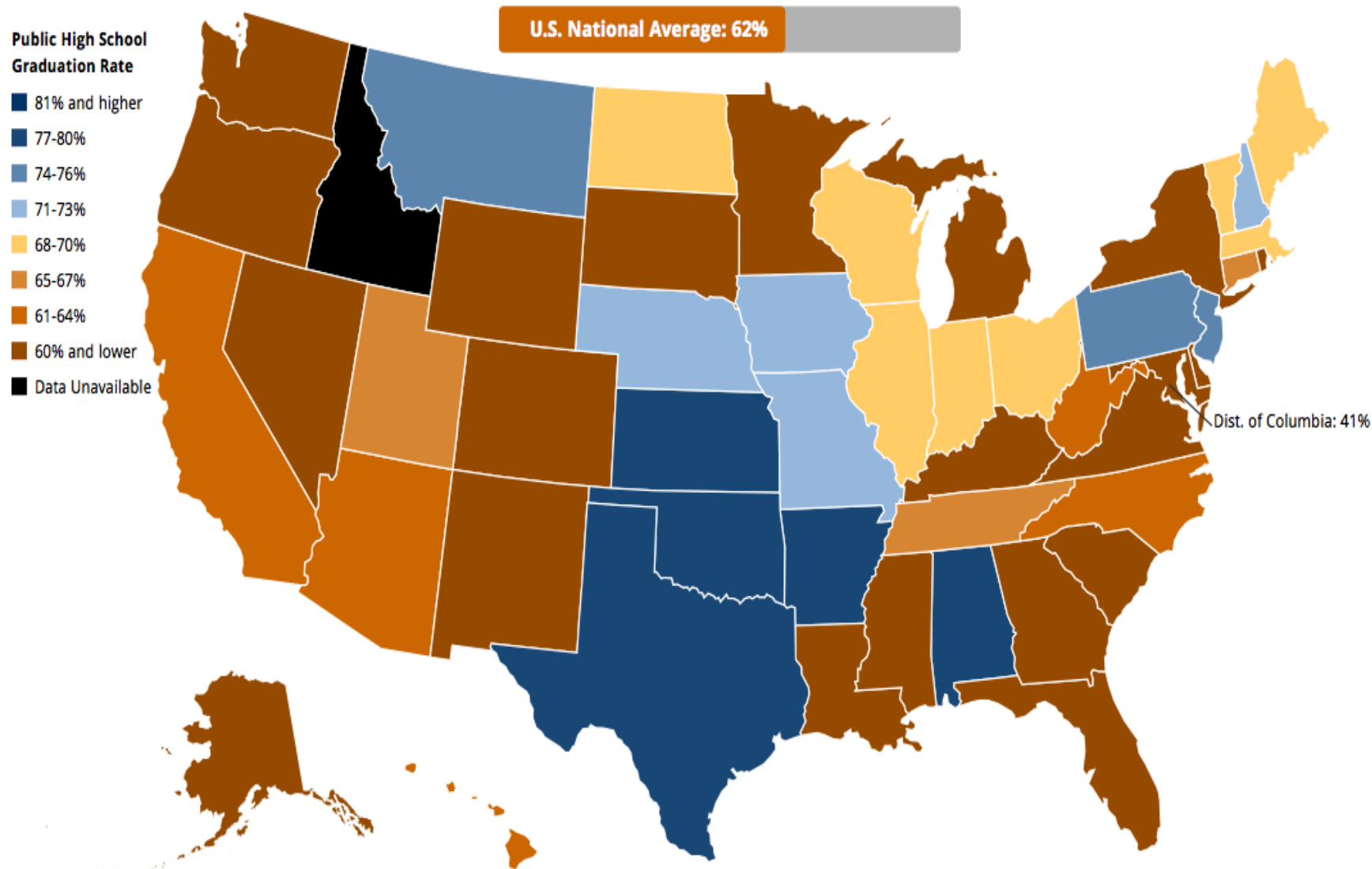
Students with Disabilities Achievement Gap

- Students with disabilities enroll in postsecondary education within four years of high school at lower rates than non-disabled students:
  - 26% for SWDs
  - 45% for non-SWDs

American Youth Policy Forum and National High School Center at the American Institutes for Research, 2013

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Students with Disabilities Achievement Gap

- Students with disabilities complete postsecondary education at lower rates:
  - 40% SWDs
  - 52% non-SWDs

American Youth Policy Forum and National High School Center at the American Institutes for Research, 2013

Students with Disabilities Achievement Gap

- Individuals with disabilities suffered greater unemployment rates than non-disabled population:
  - 16.2% for individuals with disabilities
  - 8.8% for non-disabled population

US Bureau of Labor Statistics, 2009

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Students with Disabilities Achievement Gap

Sixty percent of youths with disabilities were also employed for pay outside the home eight years after leaving high school, compared with 66 percent of all youths. However, young adults with disabilities reported earning less money than their nondisabled peers—$10.40 per hour compared with $11.40.

EdWeek, Diplomas Count 2015. Next Steps: Life After Special Education

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Share your "Ah Ha" or an "Uh Oh" thoughts about the achievement gap statements…

Preparing Our Students to Be Ready

- <u>Work ready</u>=Meets basic expectations regarding workplace behavior and demeanor.

- <u>Job ready</u>=Possesses specific training necessary to begin an entry level position.

  » David Conley, 2013

Preparing Our Students to Be Ready

- <u>**Career-ready**</u>=Possesses key content knowledge and key learning skills and techniques sufficient to begin studies in a career pathway.

- <u>**College ready**</u>=Is prepared in the four keys to college and career readiness to succeed in entry-level general education courses.
    - » David Conley, 2013

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think

Problem Formulation
Research
Interpretation
Communication
Precision & Accuracy

Key Cognitive Strategies

Key Content Knowledge

know

Structure of Knowledge
Challenge Level
Value
Attribution
Effort

act

Ownership of Learning
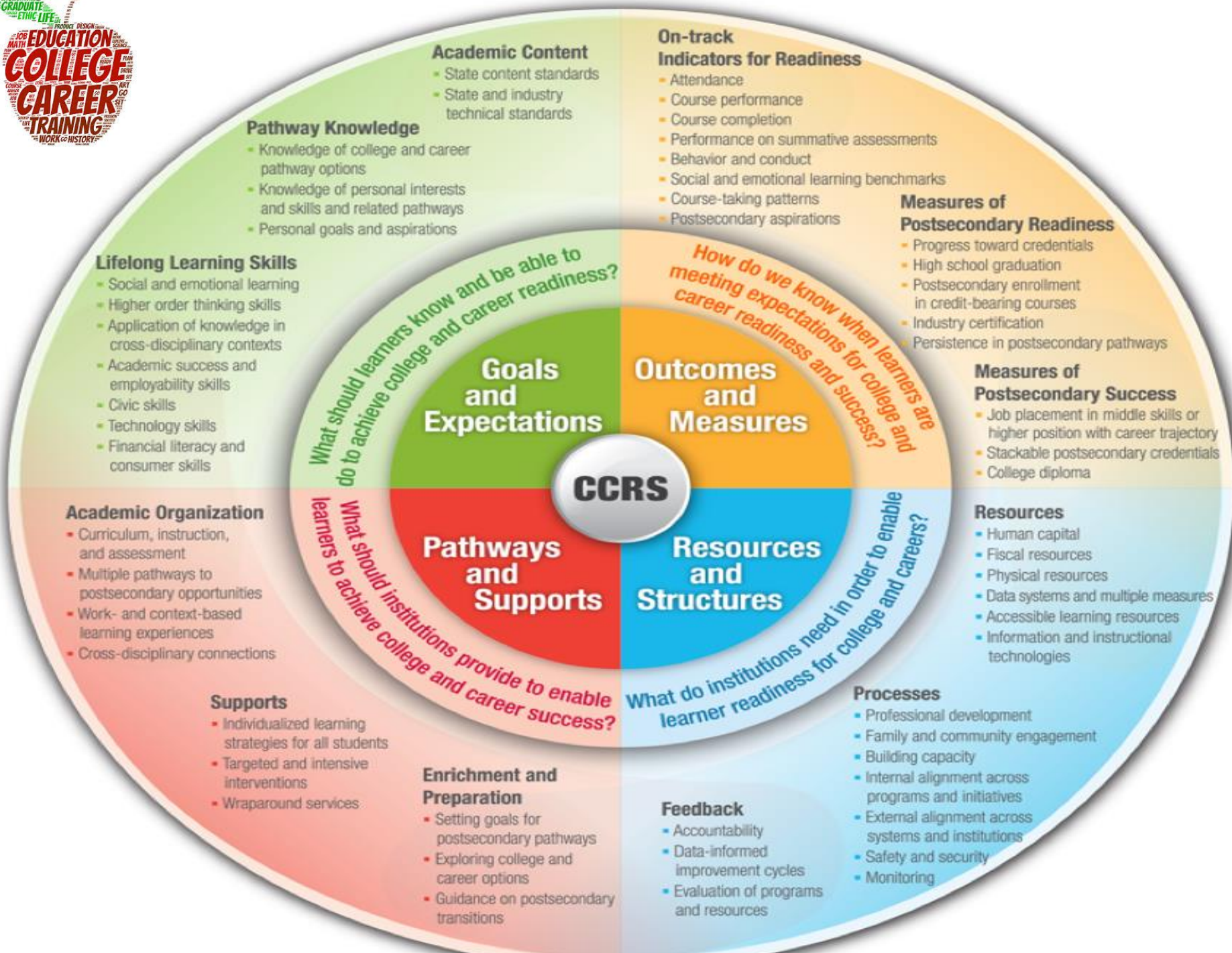Learning Techniques

Key Learning Skills and Techniques

Key Transition Knowledge and Skills

go

Postsecondary/
Career Awareness
Postsecondary Costs
Matriculation
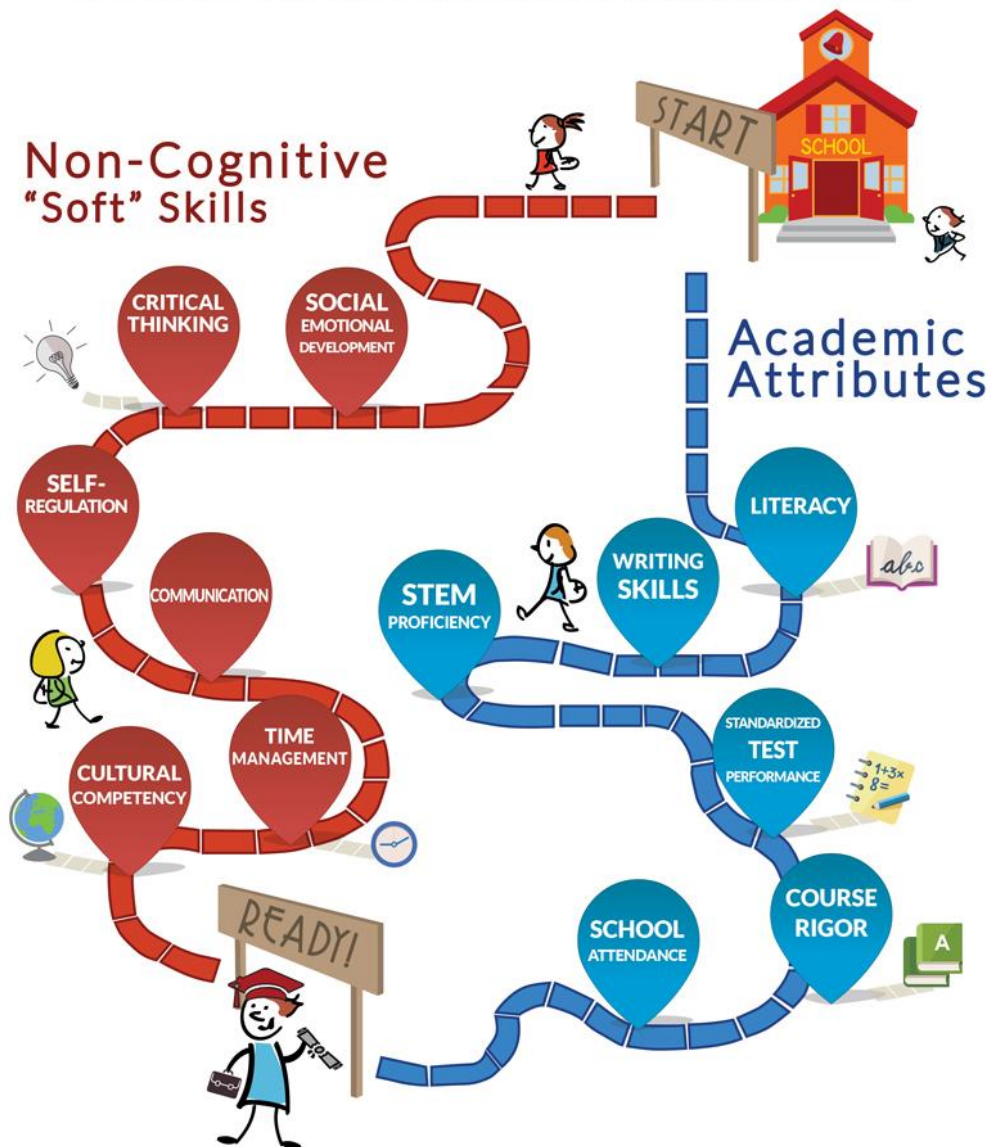Role and Identity
Self-advocacy

(c) 2012 David T Conley

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College, Career, Training, Education — Graduate, English, Ethic, Life, Job, Math, Work, Go, History

Academic Content
- State content standards
- State and industry technical standards

On-track Indicators for Readiness
- Attendance
- Course performance
- Course completion
- Performance on summative assessments
- Behavior and conduct
- Social and emotional learning benchmarks
- Course-taking patterns
- Postsecondary aspirations

Pathway Knowledge
- Knowledge of college and career pathway options
- Knowledge of personal interests and skills and related pathways
- Personal goals and aspirations

Measures of Postsecondary Readiness
- Progress toward credentials
- High school graduation
- Postsecondary enrollment in credit-bearing courses
- Industry certification
- Persistence in postsecondary pathways

Lifelong Learning Skills
- Social and emotional learning
- Higher order thinking skills
- Application of knowledge in cross-disciplinary contexts
- Academic success and employability skills
- Civic skills
- Technology skills
- Financial literacy and consumer skills

Measures of Postsecondary Success
- Job placement in middle skills or higher position with career trajectory
- Stackable postsecondary credentials
- College diploma

What should learners know and be able to do to achieve college and career readiness?

How do we know when learners are meeting expectations for college and career readiness and success?

Goals and Expectations

Outcomes and Measures

CCRS

Pathways and Supports

Resources and Structures

What should institutions provide to enable learners to achieve college and career success?

What do institutions need in order to enable learner readiness for college and careers?

Academic Organization
- Curriculum, instruction, and assessment
- Multiple pathways to postsecondary opportunities
- Work- and context-based learning experiences
- Cross-disciplinary connections

Resources
- Human capital
- Fiscal resources
- Physical resources
- Data systems and multiple measures
- Accessible learning resources
- Information and instructional technologies

Supports
- Individualized learning strategies for all students
- Targeted and intensive interventions
- Wraparound services

Enrichment and Preparation
- Setting goals for postsecondary pathways
- Exploring college and career options
- Guidance on postsecondary transitions

Feedback
- Accountability
- Data-informed improvement cycles
- Evaluation of programs and resources

Processes
- Professional development
- Family and community engagement
- Building capacity
- Internal alignment across programs and initiatives
- External alignment across systems and institutions
- Safety and security
- Monitoring

College & Career READY

"READINESS" is more than just a test score, but a journey our students take throughout their educational career to become productive citizens in today's global economy.

Non-Cognitive "Soft" Skills

- CRITICAL THINKING
- SOCIAL EMOTIONAL DEVELOPMENT
- SELF-REGULATION
- COMMUNICATION
- TIME MANAGEMENT
- CULTURAL COMPETENCY

Academic Attributes

- LITERACY
- WRITING SKILLS
- STEM PROFICIENCY
- STANDARDIZED TEST PERFORMANCE
- COURSE RIGOR
- SCHOOL ATTENDANCE

START
READY!
SCHOOL

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College and Career Readiness

In a paper presented this spring at the American Educational Research Association's annual conference, researchers used the longitudinal data to contrast the college-completion rates of two groups of students with learning disabilities and two groups of students who were deaf or hard of hearing.

College and Career Readiness

- For each disability category, both groups were similar but for one exception: One group obtained disability-specific assistance, which students can receive only if they tell their college of their disability. The other did not.

- The researchers found no significant difference between the assisted group and those who were on their own for students with learning disabilities.

College and Career Readiness

- But what did make a difference for students with learning disabilities were the types of supports available to them and nondisabled students alike—supports such as tutoring, the writing center, or a study or math center. Seventy-four percent of students with learning disabilities who received such supports completed their two- or four-year college programs compared with 35 percent of a statistically equivalent group that did not.

Universal Design for Transition (UDT)

- Created as a framework for applying the principles of UDL to secondary transition;

- UDT focuses on creating accessible opportunities related to secondary transition;

- UDT framework is designed to merge and connect content instruction for academic and transition education (not silos of instruction and service, but united).

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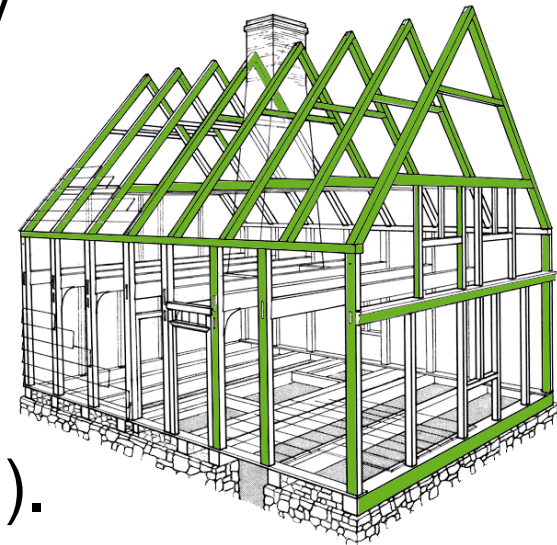
Getting Past the Barriers

UDT focuses on **empowering students' self-determination skills, enhancing compensatory skills, and providing multiple opportunities to build and practice the skills necessary for post-secondary life in all domains**—it is more than just removing potential barriers, it is practicing how to break through, go over, go under, go around those barriers (because we all know they are out there!).

With UDT in place, instruction and assessment are first designed to meet the the widest possible range of learner needs; individualized approaches are used only when a student's needs are not being met by the universal approach.

Universal Design for Transition Characteristics

Universal Design for Transition Characteristics and Universal Design for Learning Principles

Multiple Life Domains	Multiple Means of Assessment (for Transition)	Individual Self-Determination	Multiple Resources and Perspectives	Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Expression
Focus is on the transition to a complete, integrated plan for life rather than on multiple, divided life segments—a person's whole life, not just one or two aspects of life.	Focus is on collecting an array of information about the student that provides holistic data upon which decisions are made.	Student is the focus of the process, with his or her preferences and interests serving as the basis for transition services. Student is the causal agent.	Transition planning and services are developed collaboratively, pooling resources (human, financial, and/or material), using natural supports and/or community services, as well as disability-specific services.	Transition planning and services are developed to assure that there are multiple ways students can be involved in the process and be the leader/facilitator of the process.	Transition planning and services are developed so that they include materials, services, and instruction that include a range of methods for access and input.	Transition planning and services are developed to assure that students can communicate their preferences and interests, and demonstrate progress in multiple ways.
Includes a focus on the typical transition/life domains of employment, community living, postsecondary education,	Assessments include a range of methods, and are chosen based n the students' needs and the disparity between goals and the current	Students do not need to do it all themselves, but self-determination needs to be a focus for the entire transition planning team,	Transition planning and services reflect the range of supports available to individuals with and without disabilities, and the best of	Instructional design provides opportunities for individuals to be engaged in many different ways to meet multiple objectives. For instance, by	Methods employ a variety of instructional strategies, including the use of authentic learning objectives (e.g., tasks that adults	Assessment of student progress can occur in multiple ways, ensuring that students with disabilities are able to demonstrate

Multiple Life Domains

Focus is on the transition to a complete, integrated plan for life rather than on multiple, divided life segments—a person's whole life, not just one or two aspects of life.

How do we connect what student's are learning in their academic content classes with real-world applications that can inform the student (and us) about his or her interests, preferences, and abilities?

Multiple Means of Assessment (for Transition)

- Begin with classroom instruction and assessment:
  - Instruction, academic assessments, and assessments for transition do not always have to be separate tasks.
  - For example, in Social Studies class students are studying the poor working conditions that lead to the rise of Unions; students could research and complete a venn diagram of comparing working conditions then and now and what type of working conditions different people prefer.

Multiple Means of Assessment (for Transition)

- Always identify the purpose of the assessment:
  - Remember to ask yourself "What do I want to learn/understand/accomplish?"
  - "Is there an assessment the student may have already taken that will fulfill that purpose" (for example, did all students take a career interest survey as part of a class visit from the counselor?).

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Multiple Means of Assessment (for Transition)

- Provide opportunities for students to be involved and to choose how they can be involved (multiple means of engagement):
  - Assessment for Transition is something that should be done WITH the student not for student.
  - Involve students in assessment planning AND in the analysis of the data:
    - This will enhance their self-knowledge, a critical self-determination component.

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Multiple Means of Assessment (for Transition)

- Assess students in a variety of ways and a variety of environments (multiple means of expression):

  - Students should have multiple opportunities to express their knowledge, preferences, and abilities in numerous ways across numerous settings.

Sarah

Self-Determination Core Components (combination of skills, knowledge & beliefs)

- <u>Choice making</u>- the skill of making a choice between two known options

- <u>Decision making</u>- the skill of choosing among more than two known options

- <u>Problem solving</u>- the skill used when a solution not readily known; decision-making and choice making are part of process

- <u>Goal setting & attainment</u>- the skill of determining how you are going to accomplish what you want (setting the goal, plan for implementation and measuring success).

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Self-Determination Core Components (combination of skills, knowledge & beliefs)

- <u>Self-regulation</u>(skills include self-observation, self-evaluation; self -reinforcement)- the process of monitoring one's own actions

- <u>Self-instruction</u>- skills that assist the student in using their own verbal prompts for solving problems.

- <u>Self-advocacy</u>- skills necessary to be able to speak up or defend a cause of person.

- <u>Internal locus of control</u>- the belief that one has control over outcomes that are important to life

- <u>Self-efficacy</u>- the conviction that one can successfully execute the behavior required to produce a given outcome.

Multiple Resources and Perspectives

- Transition planning and services are developed collaboratively, pooling resources (human, financial, and/or material), using natural supports and/or community services, as well as disability-specific services.

Practical Applications

- What are the overall goals of the lesson?
- How can multiple transition domains be addressed in this lesson?
- How can self-determination be addressed in this lesson?
- How can students be provided with multiple means of representation, engagement, and expression?

Ben's Transition Story

Big Ideas

- Universal Design is about equity and access for everyone;
- Universal Design for Transition connects academic content and instruction to transition goals and planning;
- Self-Determination skills are a leading factor to post-secondary success, and possibly the hardest to teach.